Reading Toolkit: Grade 7 Objective 2.A.1.b

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 1. Apply comprehension skills by selecting, reading, and interpreting a variety of print and electronic informational texts

Objective b. Read, use, and identify the characteristics of workplace and other real-world documents

Assessment Limits:

Sets of directions

Sets of directions

Science investigations

Science investigations

Advertisements

Advertisements

Applications

Applications

Forms

Forms

Announcements

Announcements

Questionnaires

Questionnaires

Surveys

Surveys

Schedules

Schedules

Other workplace and real-world documents

Other workplace and real-world documents

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Activities

Students will be asked to perform simple, in-class tasks following sets of directions to create an end product that requires minimal materials. Place students with a partner or in small groups and give each group of students a set of directions and necessary materials to complete the task. After the completion of each task, the teacher and students should review the directions to determine what features of the directions (bold print, graphics, numbered items etc...) helped them understand what to do.

The teacher and students will brainstorm a list of workplace or real-world documents that people must use to work effectively at a job or to be hired for a job. Once the list has been generated, paired students will look at a single sample of one of these documents and identify its characteristics. Next, students will indicate a workplace or real-life situation where this document would prove useful. Finally, if feasible, students should complete or work with the document.

The teacher will assign the students a scenario where they will have to plan a party from beginning to end. Students will be placed in small groups where they will have to determine a list of things to accomplish and the real-world documents that may be necessary to organize the party. Students may suggest invitations, road directions, recipes, thank you notes, rules for games, schedules, poster, flyers etc...Next students need to create or find an example of each of their suggested documents, display them in some manner for a class presentation, and explain the usefulness of each one.

The teacher should organize and have available for student preview a variety of workplace and real-world documents. Teacher and students should discuss the different features found in these various documents. Next, students should be placed in small groups where each group is given a different type of document. Each group should specifically identify the document and its features and then determine a purpose for each feature. Once each document is reviewed, each group should report its findings.

Type of Document _____

Text Feature	This text feature increases my understanding of the document because...

Clarification

Reading Grade 7 Indicator 2.A.1

In order to demonstrate proficiency of the skills in this indicator, a reader should be able to develop, apply, and refine comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts. It is essential that a reader have the prerequisite knowledge of the characteristics of informational text. To do so, a reader must have the ability to recognize factual information, determine the organizational structure, and interpret the text features of a non-fiction text.

When a reader accesses a variety of informational primary and secondary sources, he or she must focus on identifying information in those texts that contributes to their meaning. Knowing the functions of print features, graphic aids, informational aids, organizational aids, and online features assists a reader in selecting information and using it purposefully to construct meaning.

Primary Sources
- Personal Narratives   true stories
- Diaries/Journals   daily personal accounts/records
- Letters   written communications
- Research documents   factual investigations
- Historical documents   dated proof of facts
- Speeches   formal, public talk
- Interviews   formal questioning for information
- Commentary   explanation/interpretation
- Editorials   article expressing editor's/publisher's opinion

Secondary Sources
- Textbooks   books used for study of a subject
- References   dictionaries, encyclopedias, atlases
- Biographies   account of a person's life
- Newspapers   accounts of current information
- Articles   passage in a periodical
- Web sites/Online materials information available electronically
- Trade books   booksellers' published materials
- Non-print materials   pictures, drawings, illustrations
- Content-specific texts   texts related to a content/subject
- Periodicals   information published at regular intervals

When a reader accesses functional, workplace, or other real-world documents, applying the knowledge of text features assists a reader in constructing meaning from those documents.

- Direction   instructions to complete a task
- Science investigations   organized inquiries
- Atlases   books of map

- Posters   large, displayed notice
- Flyers   handbill
- Forms   printed papers with blanks to be filled in
- Instructional manuals   handbooks to help readers understand something
- Menus   lists of available food items
- Pamphlets   booklet with information of current interest
- Rules   statements governing behavior
- Invitations   social requests for attendance
- Recipes   instructions for preparing food
- Applications   requests for employment
- Announcements   information made known
- Questionnaires   list of questions to sample opinions
- Surveys   formal inspections
- Schedules   list of when things will take place
- Job descriptions   outline of work requirements
- Technical manuals   handbooks to help readers understand a mechanical or industrial item
- Advertisements   announcements recommending products or services

When a reader selects informational texts based on personal interest, using knowledge of text features will help a reader understand the purpose of those texts and construct meaning from them.